

**METACOGNITIVE STRATEGY USED TO IMPROVING
READING SKILL BY ENGLISH GOOD ACHIEVERS : A
CASE STUDY AT SMA MUHAMMADIYAH 3
SURAKARTA IN ACADEMIC YEAR 2019/2020**



RESEARCH PAPER

**Submitted as a Partial Fulfillment of the Requirements for
Getting Bachelor Degree of in English Department Education**

by

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**SCHOOL OF TEACHING TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA**

2019

APPROVAL

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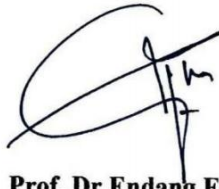
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METACOGNITIVE STRATEGIES USED TO IMPROVE READING SKILL BY
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TESTIMONY

Herewith, I testify that there is no plagiarism in this researchpaper. There is no other work that has been submitted to obtain the bachelor degree and as far as I concerned there is no opinion that has been written or published before, except the written references in which are referred in this research paper and mentioned in the bibliography.

If any incorrectness is proven in the future dealing with my statement above, I will be fully responsible.

Surakarta, November 16th, 2019

The Researcher



Rakhmat Darmawan
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MOTTO

**“Life is simple. You make choices and you don't look
back.”**

DEDICATION

This paper is dedicated to :

- 1. My beloved parents,**
- 2. My beloved brothers and sister,**
- 3. My beloved friends who supported me ;**
 - **My friend in Calon Sarjana,**
 - **Rizal Darussalam,**
 - **Yoga Verdyasmara,**
 - **Nur Rahmi Indriana,**
 - **Anggit Ayuningtyas,**
 - **Muhammad Zufar Rifqi,**
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 - **Pak Victor Loreno,**
 - **Adi Eka,**
 - **Lima Galih, and**
 - **My friend in INRAHUS boarding house.**

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10. All of the students of English Department

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Surakarta, November 14, 2019

Rakhmat Darmawan

ABSTRAK

Penelitian ini bertujuan untuk : (1) mendeskripsikan strategi metakognitif yang digunakan oleh siswa berprestasi di kelas XI IPA SMA Muhammadiyah 3 Surakarta. (2) mendeskripsikan strategi metakognitif yang lebih banyak disukai oleh siswa berprestasi di kelas XI IPA SMA Muhammadiyah 3 Surakarta dalam belajar membaca. Subyek penelitian terdiri dari 6 siswa berprestasi kelas XI IPA SMA Muhammadiyah 3 Surakarta, dan objek penelitian ini adalah untuk fokus kepada siswa berprestasi dalam penggunaan strategi metakognitif dalam kemampuan membaca. Penelitian menggunakan metode kualitatif yaitu dengan melakukan observasi, kuisioner dan wawancara. Teknik analisis data menggunakan pengumpulan data, reduksi data, penampilan data, dan menarik kesimpulan. Hasil dari penelitian menunjukkan bahwa: (1) ada tiga strategi metakognitif yang digunakan oleh siswa berprestasi, yaitu : memusatkan pembelajaran, mengatur dan merencanakan pembelajaran, mengevaluasi dan merencanakan (2) ada delapan strategi yang paling banyak digunakan oleh siswa berprestasi dalam belajar, yaitu : menunda produksi pembicaraan untuk fokus pada membaca, pemantauan diri sendiri, memperhatikan, mencari tahu tentang pembelajaran bahasa, mengidentifikasi tujuan tugas bahasa, ikhtisar dan menghubungkan dengan materi yang sudah diketahui, menetapkan tujuan dan sasaran, dan mencari peluang praktik.

Kata kunci : metakognitif strategi, peningkatan kemampuan membaca, jenis strategi

ABSTRACT

This study aims at: (1) describing the metacognitive strategies used by good achievers in XI IPA SMA Muhammadiyah 3 Surakarta, and (2) explaining the metacognitive strategies which are most preferred by good achievers in XI IPA of SMA Muhammadiyah 3 Surakarta in learning reading. The research subject consisted of 6 students, and the object of this study was the good achievers in the use of metacognitive strategies in reading skills. The study uses qualitative methods, namely by conducting observations, questionnaires, and interviews. Techniques of data analysis use data collection, data reduction, data display, and drawing conclusions. The results of this study show that: (1) there are three metacognitive strategies used by good achievers, namely : centering your learning, arranging and planning your learning, evaluating and planning, (2) there are eight strategies most widely used by good achievers in learning, namely: delaying speech production to focus on reading, self-monitoring, paying attention, finding out about language learning, identifying the purpose of a language task, overview and linking with already known material, setting goals and objective, and seeking practice opportunities.

Keywords: learning strategies, types of research, and reading skill

TABLE OF CONTENT

	page
COVER	i
APPROVAL.....	ii
ACCEPTANCE.....	iii
TESTIMONY.....	iv
MOTTO.....	v
DEDICATION	vi
ACKNOWLEDGEMENT.....	vii
<i>ABSTRAK</i>	viii
ABSTRACT.....	ix
TABLE OF CONTENT	x
 CHAPTER I: INTRODUCTION	 1
A. Background of the study	1
B. Problem statement	2
C. Limitation of the study	3
D. Objective of the study	3
E. Benefit of the study.....	3
F. Research paper organization.....	4
CHAPTER II: LITERATURE REVIEW OF RELATED STUDY	5
A. Previous study	5
B. Underlying theory	8
1. Learning Strategy	8
2. Metacognitive Strategy.....	14
3. Reading Strategy	15
CHAPTER III RESEARCH METHOD.....	19
A. Type of the Research.....	19
B. Object of the Research	19
C. Subject of the Research	19
D. Data and Data Source.....	20
E. Method of Collecting Data	21
F. Data Analysis	21
G. Data Validity	22
CHAPTER IV: RESEARCH FINDING AND DISCUSSION.....	24
A. Research finding.....	24
B. The Preference in Using Metacognitive Strategies in Improving Their English Skill by Good Achiever.....	27
C. Discussion Findings	34
CHAPTER V: CONCLUSION, PEDAGOGICAL IMPLICATION AND SUGGESTION.....	36
A. Conclusion.....	36
B. Pedagogical Implication.....	37
C. Suggestion	37
BIBLIOGRAPHY	39